Original Article

Interplay between Principals' Autocratic Leadership Style and Teachers' Levels of Job Commitment in Public Secondary Schools in Kitui County, Kenya

Dorcus Nthenya Kimuyu[1], Assoc. Prof. Susan Yego Chepkonga, PhD[1] & Prof. Jeremiah Mutuku Kalai, PhD[1]*

[1] University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya.

[*] Author for Correspondence Email: kdorcus82@gmail.com

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ABSTRACT

Job commitment is critical for enhanced learning outcomes. The purpose of this study was to investigate the interplay of principals' autocratic leadership style on teachers' levels of job commitment in public secondary schools in Kitui County. Through examining the impact of autocratic leadership on teacher job commitment, this study will provide crucial insights for improving leadership practices that enhance teacher morale and enthusiasm and ultimately strengthen the quality of education, which is a global concern. The study was guided by Adorno et al. (1950). This study employed a convergent Parallel Mixed Methods Research Design whereby descriptive and phenomenology research designs were used. The target population was 410 public secondary schools, translating to 410 principals, 410 deputy principals, and 2417 teachers. Taro Yamane's formula was used to get a sample of 243 schools. The principals in these schools were automatically included in the study, hence purposive sampling. The formula was also used to get a sample of 343 teachers who were purposively sampled from the schools. The study used questionnaires to collect data from teachers and principals, while interview guides were used to collect data from deputy principals. Descriptive and inferential statistics were analysed using SPSS Version 28. A pilot was conducted to test the validity and reliability of research instruments. The statistics included descriptive and inferential statistics. Findings were presented in graphs, tables, and narratives. Results show that; autocratic leadership has a strong effect on affective commitment (M = 3.14, SD = 0.94, F $(4,304)$ = 4.346, p = .000) and a strong impact on continuance commitment (M = 4.23, SD = 0.90, F $(4,304)$ = 4.872, p = .000). Results further show that autocratic leadership does not significantly impact normative commitment (M = 2.52, SD = 0.99, F $(4,304)$ = 1.137, p = .311). The study recommends that the Ministry of Education and the Teachers Service Commission should increase the number of quality assurance officers to ensure regular supervision of teachers and principals should be flexible

and blend their leadership style with modern, transformative, and democratic style, which has a more positive impact on teacher job commitment.

INTRODUCTION

Autocratic leadership is a kind of leadership in which the leader controls by giving orders and instructions on how tasks should be completed by subordinates who lack the ability to speak up for themselves. An authoritarian leader rules by issuing commands and ignoring suggestions from their followers (Bans-Akutey, 2021). According to Maqbool et al. (2024), autocratic leaders exhibit a number of distinguishing traits, including establishing all policies, deciding on work procedures in advance, defining followers' responsibilities, establishing technical and achievement evaluation standards, and not consulting with organisation members when making decisions. This leadership style enables quick decision-making since it concentrates decision-making on a single person. Under an authoritarian leadership style, the boss has complete authority and decides everything without consulting followers or getting their input. Among the benefits of autocratic leadership are the capacity to preserve structure and order within an organisation, make decisions quickly, and provide consistent guidance. In times of crisis when prompt action is necessary,

autocratic leaders are frequently successful. Despite its benefits, this approach has many drawbacks, such as a lack of subordinate input and feedback (Al-Safran et al., 2024). According to Kiliç (2022), an authoritarian principal has tremendous authority over employees and occasionally instils fear through threats and punishments. A principal who practices autocracy neither assigns tasks nor consults others when making judgments. Teachers may feel humiliated, incompetent, and bullied into submission as a result, which lowers their level of commitment to their jobs.

Aradom et al. (2021) suggested that the more the principal is autocratic, the poorer the school performance becomes, and thus, a presumption of low teacher job commitment. Other scholars offer differing perspectives on the impact of autocratic leadership in educational settings. Parlar et al.'s (2022) study revealed that authoritarian leadership behaviours decreased teachers' affective commitment by reducing trust in the principal and increasing organisational silence. Ximenes and Da Silva (2021) in their study on basic education schools in Timor-Leste found that autocratic leadership did not have a significant effect on

teacher performance, suggesting a limited impact on commitment. Bahadar et al. (2023) established that the principal's leadership style was very different between Kuwait and USA schools. Kuwait schools' principals are more autocratic in their leadership style, while their USA counterparts tend to be integrative. The majority of high school principals in Eritrea practice an autocratic leadership style whereby the principals employ coercive force and often motivate teachers by threat in order to create a sense of obedience. This results in poor job commitments and low staff morale. In Tanzania, schools with autocratic head teachers, teachers have higher turnover and absenteeism than schools with lower levels of autocratic leadership because they are not satisfied with their job. Though the autocratic style has its few merits, like group productivity for fear of victimisation by the supervisor, there is less emotional (affective) dimension of job commitment. Teachers have no pride in identifying with such an institution, but instead, they work to complete tasks allocated to them. Given an opportunity, teachers prefer transitioning to institutions that use collaborative and friendly leadership methods. Ndauka (2021) added that autocratic practice attracts more group hostility, more dependence on the leader, and apathy among the subordinates.

Okindo (2021) states that head teachers who employ an autocratic leadership style get high performance in their schools since there is close supervision of teachers and students. Deadlines may also be met at an appropriate time. However, a principal who adopts this style may be resented by teachers and, as a consequence, indirectly demotivate academic performance. Lumumba et al. (2021) explained that autocratic leadership is characterised by punishment, threats, demands, orders, rules, and regulations. Ogono et al. (2022) also concluded that extreme use of autocratic leadership is counterproductive. Teachers feel reduced to robots who are remotely controlled, thus zero emotional attachment to both the job and the institution. For fear of harassment, and engage in cat-and-mouse games as they strive to develop strategies to defeat the headteachers' efforts. The use of autocratic practices can only be helpful if it is applied in the right measure, practised with moderation and varied with other collaborative methods.

Statement of the Problem

While it is the responsibility of governments to recruit, deploy, promote, educate, and remunerate teachers, the school principals play a central role in ensuring the retention of highly motivated, enthusiastic, creative, innovative, goal-oriented, and committed teaching staff as the human resource managers. Empirically, most researchers have massively explored themes on principals' leadership styles, though many have concentrated on teacher performance, learner performance, and a few on teacher job satisfaction and job commitment. Researchers generally affirm that the autocratic leadership style has a significant effect on job satisfaction and commitment. Little is known about its impact on the cause of high levels of teacher absenteeism, staff turnover intention, late reporting at work, low levels of teamwork, and low performance in the Kenya Certificate of Secondary Education. Kitui County is among the Arid and Semi-Arid (ASAL) Counties characterised by relatively high levels of poverty, estimated at 47.5% compared to the national average of 32.4% in 2021. An education report indicates that a number of teachers, mostly from County and Sub-county schools, "absent themselves from the classroom, while others showed up to work late, and over 50% of non-local teachers expressed intention to relocate back home or areas of more comfort (Kitui County Education offices, 2023). Even though many determinants of teacher job commitment have been extensively researched, the influence of principals' autocratic leadership style is not significantly visible especially in Kitui County context of secondary schools, hence, the major purpose of this study was to explore the interplay between principals' autocratic leadership style and teachers'

levels of job commitment in public secondary schools in Kitui County.

Theoretical Literature

The study was guided by the authoritarian Personality Theory was developed by Theodor W. Adorno and his colleagues, Else Frenkel-Brunswik, Daniel Levinson, and Nevitt Sanford in their seminal work titled *"The Authoritarian Personality,"* published in 1950. This theory emerged from studies aimed at understanding the psychological underpinnings of prejudice, fascism, and obedience to authority in the aftermath of World War II. The theory posits that certain personality traits predispose individuals to favour rigid hierarchies, unquestioning obedience to authority, and intolerance towards those perceived as different or inferior. Adorno et al. (1950) identified a constellation of traits characteristic of the authoritarian personality including, a strict adherence to traditional norms and social rules, a tendency to unquestioningly follow the orders or expectations of those in power, hostility directed at individuals or groups viewed as deviant or inferior, resistance to ambiguity, with a preference for clear and absolute views, and belief in the legitimacy of power hierarchies and the need for strong leadership (Ferrarotti, 1994).

The theory provided a foundational explanation for the rise of fascist ideologies and mass obedience during wartime, it offered an early intersection between psychoanalysis and social psychology, introducing the idea that personality development affects social behaviour, It helps explain why individuals might support authoritarian leadership styles and how such support might shape organizational dynamics (Duckitt, 2015). Critics argue that the theory overemphasises early childhood experiences and ignores situational or cultural influences (Worrell, 1998). The theory was based on a Western context, particularly post-war America, which limits its applicability in non-Western settings without adaptation (Stone et al., 2012). In the context of the present study on the effect of autocratic leadership on teacher commitment, the Authoritarian Personality Theory offers a relevant psychological lens. Autocratic leaders often mirror the characteristics of authoritarian personalities, demanding obedience, exhibiting control, and expecting conformity. Teachers working under such leadership may experience reduced affective or normative commitment if they perceive the leadership as rigid or suppressive. On the other hand, those with higher authoritarian traits themselves may respond positively to such structured environments, thereby displaying higher continuance commitment due to acceptance of hierarchy and reluctance to challenge authority. This theoretical lens helps to interpret variations in teacher commitment under autocratic leadership styles by considering both the personality of the leader and the psychological predispositions of teachers. It also provides insight into how such leadership impacts organisational climate, decision-making processes, and interpersonal relationships in educational settings.

Conceptual Framework

Figure 1: Conceptual Framework of the Variables
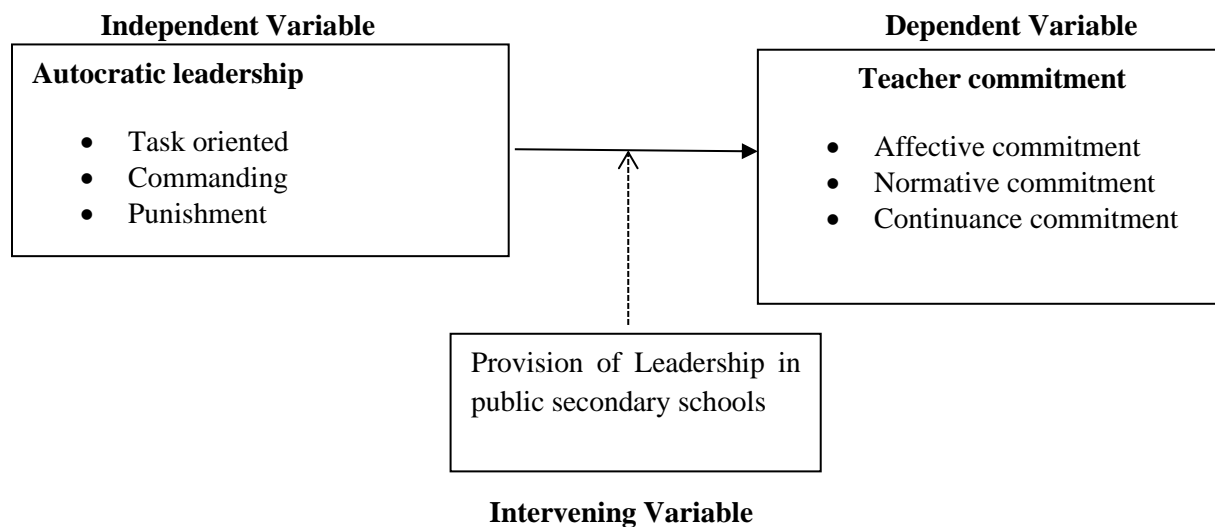
A conceptual framework is usually a diagrammatic representation showing how independent and dependent variables affect each other. This framework shows that principal autocratic leadership can affect teacher affective, normative, and continuance commitment. However, the strength of this relationship may be affected by the intervening variable, which is the provision of leadership in public secondary schools.

METHODOLOGY

This study employed a Convergent Parallel Mixed Methods Research Design. The study used a descriptive and phenomenology research design. The study targeted 410 public secondary schools. The population comprised 410 principals, 410 deputy principals, and 2417 teachers. Stratified and purposive sampling was used to sample 243 public secondary schools, 243 principals, 41 deputy principals, and 343 teachers. The study used questionnaires for principals and teachers, while interview guides were used to collect data from the deputy principals. Quantitative data (questionnaires) captures measurable trends and relationships between leadership styles and types of teacher commitment (affective, continuance, and normative) while qualitative data (interview guides) provides rich, contextual insights into how and why

certain leadership behaviours influence teacher attitudes and experiences. The use of both methods allows for triangulation, increasing the credibility and trustworthiness of the findings. Using both designs allows the researcher to answer different types of questions simultaneously. In this study, content and construct validity were used. Content validity was improved through professional judgment to ensure that the questionnaires would help to achieve study objectives. The use of professionals in education was to ensure that the questionnaire was assessed by experts in the field of education. Construct validity, on the other hand, ensured that the variable metrics in the conceptual framework were replicated in the questionnaire. Reliability was tested using Cronbach's Alpha Coefficient, and the threshold for reliability was met. Data was analysed using SPSS Version 28. The analysis was based on descriptive and inferential statistics. The descriptive statistics included the mean and standard deviation. The mean showed the average number of respondents agreeing/disagreeing with statements in the questionnaire, and the standard deviation showed variability of the mean. A low standard deviation indicates that data points are clustered closely around the mean, while a high standard deviation indicates that data points are more spread out. The

inferential statistics used in the study were regression, which helped to establish how changes in the independent variable would predict changes in the department variable. The regression was also used to test the study hypothesis. A qualitative data analysis technique was used to analyse the interview guide responses. The audio recordings were transcribed to gain a better understanding of the responses. Key phrases related to autocratic leadership were identified and coded. The phrases with similar codes were grouped together to form broader themes related to the objectives, then tabulated. For the ethical considerations, the researcher ensured that there was no deception, research instruments were administered only to the respondents who willingly accepted to participate in the study, respondents' privacy was respected, confidentiality was observed, and respondents were assured that the data would be used for study purposes only.

RESULTS AND DISCUSSIONS

The study sought to examine the interplay between principals' autocratic leadership style and teachers' levels of job commitment in public Schools in Kitui County. Principals and teachers were asked to indicate the extent to which they disagree/agree with statements related to principals' autocratic leadership style. The findings are presented in Table 1.

Table 1: Autocratic Leadership Style

Statements	Principals (n=184)		Teachers(n=312)	
The principals;	M	Std.	M	Std.
Set targets for teachers to pursue	4.42	0.806	3.34	1.668
Anticipate standard duty from self.	4.23	1.290	4.24	1.219
Closely supervise the teachers.	4.03	1.465	1.80	1.483
Intently choose what has to be done and by what means it will be accomplished.	3.89	1.561	3.38	1.508
Expect the absolute best from the teachers.	3.88	1.417	3.93	1.444
Most teachers are lazy.	4.21	1.290	4.09	0.642
Give clear principles of execution.	4.52	1.040	4.16	0.912
Allocate specific tasks to teachers that must be accomplished within a given time frame.	4.08	1.439	4.20	0.513
Average	**4.16**	**1.718**	**3.64**	**1.173**

The researcher identifies some similarities and differences in the findings. The similarities are in setting targets and allocating tasks, expectation of high standards, and perception of teacher performance. Both the principals and the teachers acknowledge that principals set targets for teachers. In addition, both respondents agreed that principals allocate specific tasks to teachers that must be completed within a given timeframe. The teachers and principals agreed that the principals anticipate high standards from themselves, and also agreed that the principals give clear execution principles. The respondents further agree that the teachers are lazy and the principals expect the absolute best from the teachers, which is also supported by the teachers. The differences among the principals' and teachers' opinions are on close supervision, direct decision-making, and setting targets for teachers. Principals believe that teachers need to be supervised closely, but teachers strongly disagree, stating that principals do not supervise them closely. This indicates a perception gap between what principals think they are doing and how teachers experience their supervision. Principals strongly agreed that they intentionally choose what has to be done and how it should be accomplished. Teachers, however, gave a lower rating to this statement, suggesting that while they acknowledge some level of directive leadership, they do not see it as strongly enforced as principals believe. The principals

strongly agreed that they set targets for the teachers, while teachers rated this aspect lower, which suggests that the teachers may not fully recognise or internalise the target-setting process as intended by principals.

The findings indicate that while principals and teachers agree on some aspects of leadership, there are notable discrepancies in perceptions, particularly regarding supervision and directive decision-making. Principals view themselves as setting clear expectations and closely monitoring teachers, whereas teachers perceive more autonomy in their work. This gap suggests a need for better communication and alignment between school leadership and teaching staff to ensure mutual understanding and cooperation.

Table 2: Deputy Principals' Perceptions on Autocratic Leadership

Theme	Evidence from Responses
Instructional Supervision	Regular checking of class registers, follow-ups on student attendance, and supervising syllabus coverage
Roles and responsibilities	The roles and responsibilities for the staff are clear
	There are timelines to accomplish tasks
	Follow-up on unmet prospects
Surveillance	CCTV to monitor learning activities
Role Delegation	Head of departments assigned roles to monitor and supervise
Student Monitoring	Regular follow-ups on student absenteeism
Targets	Annual targets for teacher and staff performance

According to the results, there is a widespread perception among deputy principals that many teachers are lazy and require close supervision to ensure task completion, the principal employs frequent instructional supervision, though the frequency varies based on the type of supervision, and strategies such as checking students' registers, monitoring syllabus coverage, and suggesting extra classes are implemented to ensure teachers remain on track. With respect to classroom supervision and monitoring strategies, the deputy principals put forth that; the principal actively engages in classroom supervision, using both direct observations and technological tools such as CCTV cameras and biometric registers to track teacher and student attendance, and use of subject heads and Heads of Departments (HODs) for classroom observation reinforces the principal's effort to ensure quality instruction and curriculum delivery. Findings concur with Norzhaahirah et al. (2023);

Bahadar et al. (2023) that autocratic principals use their power to make decisions based on their own ideas and judgments, employ absolute and authoritarian control over staff. Teachers have no choice but to implement the decisions as fronted. The findings are aligned with the contingency theory of leadership. The principals practice autocratic leadership behaviours, which is characterised by close supervision, control of the teaching and learning activities, strict performance targets, and limited involvement of teachers in decision making. According to Fred Fiedler (1960), task-oriented leadership style is effective in some situations, especially in a highly structured school environment. The results also support the contingency theory claim that a more directive leadership style can lead to improved role performance, especially in task-oriented institutions like schools.

Table 3: Teachers' Job Commitment

Statements	Teachers(n=312)	
	M	**Std.**
Affective Commitment		
I accomplish my duties on time.	2.20	1.011
I feel proud to work in this school.	2.29	0.928
I am willing to put in extra effort to help my school succeed.	4.18	0.604
I feel emotionally attached to my teaching job	3.89	1.223
Continuance Commitment		
Leaving this school would require considerable personal sacrifice.	0.899	4.18
I have good relationships and benefits in this school that would be hard to replace at another school.	0.869	4.03
It would be costly for me to leave this job.	0.885	4.41
One of the main reasons I continue to work here is the stability it provides.	0.941	4.31
Normative Commitment		
I have a sense of duty to continue working at this school.	2.01	0.945
Even if I received a better job offer elsewhere, I would not leave this school.	1.89	1.147
I feel that I owe it to this school to continue working here	4.14	0.837
These schools have given me so much, and it would be wrong to leave	2.03	1.044
Average	**3.30**	**0.524**

The findings assess teachers' affective commitment, their emotional attachment, sense of belonging, and willingness to contribute to the school. The results indicate mixed levels of commitment, with some areas showing strong engagement while others suggest dissatisfaction or disengagement. With respect to affective commitment, teachers do not feel proud of working at the school and struggle with timely task completion, indicating low motivation and possible dissatisfaction with leadership or working conditions. Despite challenges, teachers remain dedicated to their profession and are willing to put in extra effort for the success of the school for fear of victimisation. The gap between professional passion and institutional dissatisfaction suggests a risk of teacher burnout or attrition if school leadership does not address their concerns.

Regarding continuance commitment, teachers remain at the school due to financial, social, and job security reasons rather than intrinsic motivation or emotional attachment. High dependency on stability suggests that teachers may not be fully engaged or satisfied with their roles but feel compelled to stay due to personal sacrifices associated with leaving. The school benefits from teacher retention, but low job satisfaction and motivation could impact productivity, innovation, and commitment levels over time.

Results on normative commitment show that teachers do not feel a moral obligation to stay in the school, which increases the risk of turnover. There is also high mobility whereby teachers would leave if a better opportunity arises, highlighting job dissatisfaction or a lack of strong attachment to the institution. While some teachers acknowledge that the school has contributed to their growth, this feeling is not strong enough to retain them. The deputy principals also commented on teacher job commitment. Deputy Principals reported that some teachers arrive at school late, which could indicate poor time management, lack of motivation, or lenient enforcement of punctuality policies. They also indicated that some teachers lack professional competence, which affects their ability to prepare necessary documents on time. Others are labelled as

lazy, implying that non-compliance may not always stem from a lack of ability but rather a poor work ethic and attitude. Deputy Principals' note that most teachers regularly give assignments, showing that they recognise the importance of student engagement beyond the classroom. However, some teachers fail to meet deadlines, creating administrative challenges. While teachers perform well in some areas, their lateness, poor planning, and delayed professional record-keeping are key areas of concern. Some teachers struggle with professional competencies, requiring additional training or mentorship. Failure to meet deadlines affects school administration, making it harder for principals to ensure smooth academic operations. Findings are in agreement with Bett et al. (2020) that committed teachers are firmly devoted to their work and greatly inspire their students. A teacher who is committed to teaching is also committed to the school by devoting personal time to be an active member of the community and school. Results concur with Basu (2016) that committed teachers are completely devoted to their profession and at the same time satisfied with their profession.

Table 4: Autocratic Leadership and Teacher Commitment

Teacher Commitment	(M ± SD)	F-value	df	p-value
Affective commitment	3.14 ± 0.94	4.346	(4, 304)	.000
Continuance commitment	4.23 ± 0.90	4.872	(4, 304)	.000
Normative commitment	2.52 ± 0.99	1.137	(4, 304)	.311

Affective commitment refers to the emotional attachment a teacher has to their school or organisation. The F-value and highly significant p-value ($< .001$) suggest that the autocratic leadership style has a statistically significant effect on teachers' affective commitment. The moderate mean (3.14) suggests somewhat neutral to moderate emotional attachment. However, the significance indicates that this attachment varies meaningfully depending on the level or perception of autocratic leadership.

Continuance commitment relates to the perceived cost of leaving the organisation (loss of benefits, job security). The F-value and very low p-value show a statistically significant relationship between autocratic leadership and continuance commitment. The high mean (4.23) indicates that teachers feel a strong need to stay, possibly because of practical or financial reasons, regardless of their emotional satisfaction. The significant p-value suggests that autocratic leadership influences how strongly teachers feel compelled to stay due to external or personal constraints. Normative commitment is about the sense of obligation or moral duty to remain with the organisation. In this case, the p-value is not significant ($> .05$), indicating that autocratic leadership does not have a statistically significant effect on normative commitment. The low mean (2.52) suggests a weak sense of obligation among teachers to stay, which is unaffected by the autocratic leadership style.

Results imply that autocratic leadership significantly affects affective and continuance commitment, but not normative commitment. Teachers may stay due to practical reasons or mild emotional ties, but do not necessarily feel a moral duty or obligation to remain under autocratic leadership. The result supports Rokhayati and Imron (2024) that autocratic leadership influences the affective commitment of teachers. Abdullah and Wahab (2023) showed that there was a moderate relationship between the level of autocratic leadership of principals and teacher job satisfaction.

Regression analysis was conducted to understand how a unit change in autocratic leadership may cause a change in teachers' job commitment. The findings are presented in Table 5.

Table 5: Model Summary for Autocratic Leadership and Job Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.606[a]	0.367	0.363	1.217

a. Predictors: (Constant), autocratic leadership style

As indicated in Table 5, the R-squared for the relationship between autocratic leadership style and teachers' job commitment in public secondary schools in Kitui County was 0.367. This is an indication that at a 95% confidence interval, 36.7% of the variation in the teachers' job commitment in public secondary schools in Kitui County can be attributed to changes in the autocratic leadership style. Therefore, the autocratic leadership style can be used to explain 36.7% of changes in the teachers'

job commitment in public secondary schools in Kitui County. The finding that autocratic leadership style can explain changes in teachers' job commitment in public secondary schools in Kitui County is consistent with previous literature. Abdullah and Wahab (2023) found that there is a significant relationship between the autocratic leadership practice level and teacher job satisfaction.

Table 6: ANOVA for Autocratic Leadership and Job Commitment

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	156.303	1	156.303	105.446	.002[b]
1	Residual	269.779	182	1.482		
	Total	426.082	183			

a. Dependent Variable: teachers' job commitment

b. Predictors: (Constant), autocratic leadership style

The ANOVA findings in Table 6 suggest that the model used in the study was a good fit for predicting the teachers' job commitment in public secondary schools in Kitui County. The probability value (Prob>F1,183 = 0.000) being less than the 0.05 significance level indicates that the model was significant, and the F-calculated value (105.446) being greater than the F-critical value shows that autocratic leadership style is a significant predictor of teachers' job commitment in public secondary

schools in Kitui County. These findings are in line with previous research that has highlighted the importance of an autocratic leadership style in improving teachers' job commitment. Maryam et al. (2022) established a positive moderate relationship between autocratic leadership style and students' academic performance. Ogono et al. (2022) established that autocratic leadership style significantly influences teacher performance.

Table 7: Beta Coefficients for Autocratic Leadership and Job Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		β	Std. Error	Beta		
1	(Constant)	1.054	.307		3.432	.001
	Autocratic leadership style	.716	.070	.606	10.269	.002

a. Dependent Variable: teachers' job commitment

From the results in Table 7, the following regression model was fitted.

$Y = 1.054 + 0.716 X$

(*X* is an autocratic leadership style)

The coefficient results showed that the constant had a coefficient of 3.182, suggesting that if the autocratic leadership style was held constant at zero,

the teachers' job commitment in public secondary schools in Kitui County would be 1.054 units. In addition, results showed that the autocratic leadership style coefficient was 0.716, indicating that a unit increase in autocratic leadership style would result in a 0.716 increase in the teachers' job commitment in public secondary schools in Kitui County. It was also noted that the P-value for the autocratic leadership style coefficient was 0.000, which is less than the set 0.05 significance level, indicating that the autocratic leadership style was significant. Based on these results, the study rejected the null hypothesis that there is no significant relationship between autocratic leadership style and teachers' job commitment in public secondary schools in Kitui County. Parveen et al. (2022) found that there is a positive correlation between autocratic leadership style with teacher job performance in public secondary schools. Abdullah and Wahab (2023) revealed that there is a significant relationship between the principal's autocratic leadership and teacher job satisfaction.

CONCLUSIONS AND RECOMMENDATIONS

The principals practice autocratic leadership to a very great extent. Autocratic style is a good method to achieve success in a learning institution since it ensures that the tasks are accomplished as expected. The increase in commitment and staff productivity experienced in an autocratic situation is a result of the leader's use of performance recognition and authorisation. The utilisation of an autocratic leadership style in secondary schools is to ensure that the set targets are accomplished on time and that quality is observed while carrying out the assigned roles.

The Recommendations are:

The Ministry of Education and the Teachers Service Commission should organise refresher courses for the principals to educate them on the need for more collaborative leadership styles and their impact on teacher job commitment. Understanding the needs of the 21st-century teacher is crucial for quality learning due to the diverse working environments our teachers work in. Kenya Institute of Curriculum Development (KICD) should design an intensive curriculum in secondary school leadership and management, which could be made mandatory for all administrators in secondary schools. The Teachers' Service Commission should also encourage the school administrators to pursue other managerial courses for better institution and staff management, which shall have a ripple effect on teacher job commitment and, finally, quality education for the learners.

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